



Fall 2018

Michigan Kindergarten Entry Observation

Kindergarten Readiness
Assessment Report

MKEO

Statewide Results



Dear colleagues:

This past year, school districts in Michigan embarked on a significant expansion of the Michigan Kindergarten Entry Observation (also known as the Kindergarten Readiness Assessment) including participation by school districts in 21 Intermediate School Districts in Prosperity Regions, 4, 5, and 9. We are grateful for the partnership and support from the participating teachers, school districts, ISDs, Michigan Association of Intermediate School Administrators (MAISA), and the Michigan Association of School Administrators (MASA). We also appreciate the appropriation of funds to support this project by the Michigan Legislature and their continued funding of early childhood programs.

The Kindergarten Readiness Assessment (KRA) is an important tool designed to help us understand the extent to which the state's investments in the Great Start Readiness Program (GSRP) are resulting in students entering kindergarten prepared to succeed at a higher rate than students who do not participate in a preschool program.

The tool itself is an observational assessment focused on four specific domains, whereas many other assessments solely rely on academic indicators. The KRA focuses on the whole child and on building individual relationships at the beginning of each school year. This provides a valid and reliable method of documenting where students are when they begin their formal K-12 journey, and serves two primary purposes for educators. It allows for a backward review of the early learning experiences of children to identify what is working and what may not be working so resources can be targeted toward effective programs and supports. It also should be used to help inform instruction in order to help students on the path toward 3rd grade reading proficiency and success in school.

It is our hope that this report will allow educators to better connect with early learning opportunities within their communities to strengthen supports so more students enter kindergarten prepared to succeed. We also believe the data will be useful for policy makers to consider ways in which resources can be allocated to ensure preschool students are provided equitable access and opportunity (birth through kindergarten entry) so that our children of color, students in poverty, and students with IEPs are not starting kindergarten far behind their peers.

As the project expands to five more Prosperity Regions in the Fall of 2019, we look forward to continued efforts to ensure our youngest learners, regardless of zip code, have access to high quality early learning opportunities that are reflected in improving levels of readiness as they embark on their educational journey.

Sincerely,

Scott A. Menzel, Ph.D.

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How did the Michigan Kindergarten Entry Observation (and KRA) come about?

A Michigan Department of Education Top Ten in Ten Goal is universal preschool for 3 and 4 year old children. In order to determine how to go about meeting that goal, data is needed to demonstrate effectiveness of the Great Start Readiness Program. Current district assessments focus on the *academic* domain only which is a misalignment with Michigan early childhood expectations as approved by our State Board of Education. It was decided a Michigan Kindergarten Entry Observation (MKEO) tool was needed. See the timeline below to learn how the Kindergarten Readiness Assessment was chosen as that tool as well as Public Act 108 of 2017- sec. 104 for KRA.

A Timeline of the MKEO/KRA:

2009-11	Joint work occurred between MDE, ECIC, and MAISA to explore possible Kindergarten Entry Assessment Tools.
2011	Federal Race to the Top Early Learning Challenge Grant (RTTT-ELC) RFP issued.
2011	Michigan Legislature approved supplemental funding of \$3.75 million for Kindergarten Entry Assessment pilot project.
2011-12	RFP process to select vendor following supplemental appropriation.
2012-13	Teaching Strategies Gold selected - pilot.
2013	Michigan applied for RTTT-ELC and received \$51.7 million in Phase III.
2013	Year One Pilot--Approximately 3600 students assessed.
2014	Year Two Field Test--Approximately 3200 students assessed (far fewer than planned).
2015	Year Three Field Test with TS Gold.
2016	TS Gold not chosen as the MKEO tool, although MDE continued funding for TS Gold on optional basis for districts.
2016	Re-engaged with Maryland/Ohio through Maryland State Department of Education lead on the Enhanced Assessment Grant for a new tool.
2016	Worked with Senator Hansen to secure funding in Section 104 for pilot KRA using the Maryland/Ohio model. The Kindergarten Readiness Assessment tool was chosen.
2017	Expanded funding with expectation that all kindergarten classrooms in Prosperity Regions 4, 5, and 9 will implement by fall 2018.
2018	Budget--level funding in House and increase by \$1 million and expansion to all prosperity regions except 1 and 10 by fall 2019.
2020	Expectation for statewide implementation by fall 2020.

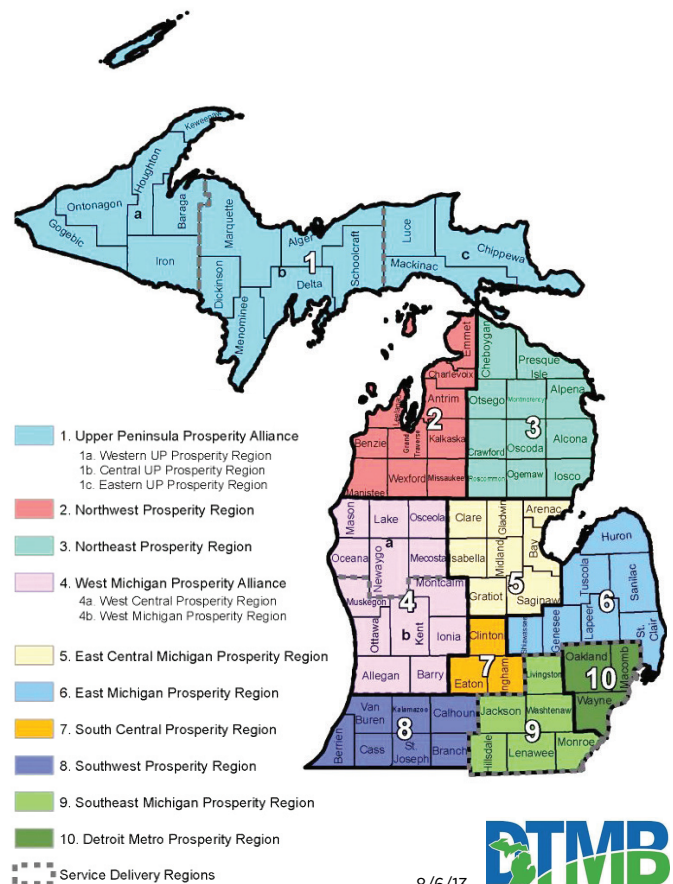
Michigan Kindergarten Entry Observation (MKEO) Implementation Schedule:

Introduction:

Section 104 of Public Act 108 of 2017 (PA108) authorized the phased-in implementation of the Michigan Kindergarten Entry Observation (MKEO) beginning in the fall of 2018. By 2020, it is anticipated that all publicly supported kindergarten, Young 5s, and developmental kindergarten classrooms in Michigan will be utilizing the Kindergarten Readiness Assessment (KRA) tool developed for the Maryland and Ohio Departments of Education in partnership with WestEd and Johns Hopkins University. The KRA tool was evaluated and piloted by several ISDs and local districts in the fall of 2016 and the piloting continued in 2017.

Beginning in the fall of 2018, the first phase of implementation of the MKEO utilizing the KRA tool began in all public kindergarten programs (LEAs and PSAs), including young 5s and developmental kindergarten classrooms, within three of Michigan's prosperity regions (Regions 4, 5, and 9).

State of Michigan Prosperity Regions



8/6/13

PHASE ONE:

In the fall of 2018, all kindergarten classrooms and Intermediate School Districts in regions 4, 5, 9 administered the KRA.

Region 4: Allegan, Barry, Ionia, Kent, Mecosta-Osceola, Montcalm, Muskegon, Newaygo, Ottawa, & Westshore

Region 5: Bay-Arenac, Clare-Gladwin, Gratiot-Isabella, Midland, & Saginaw

Region 9: Hillsdale, Jackson, Lenawee, Livingston, Monroe, & Washtenaw

PHASE TWO:

Kindergarten classrooms and Intermediate School Districts in regions 2, 3, 6, 7 & 8 will begin administering the KRA in the fall of 2019.

Region 2: Charlevoix-Emmet, Manistee, Traverse Bay, & Wexford-Missaukee

Region 3: Alpena-Montmorency-Alcona, Cheboygan-Otsego-Presque Isle, C.O.O.R., & Iosco.

Region 6: Genesee, Huron, Lapeer, St. Clair, Sanilac, Shiawassee, & Tuscola

Region 7: Clinton, Eaton, & Ingham

Region 8: Berrien, Branch, Calhoun, Kalamazoo, Lewis Cass, St. Joseph, & Van Buren

PHASE THREE:

It is anticipated that kindergarten classrooms and Intermediate School Districts in regions 1 & 10 will begin administering the KRA in the fall of 2020.

Region 1: Copper Country, Delta-Schoolcraft, Dickinson-Iron, Eastern UP, Gogebic-Ontonagon, Marquette-Alger, Menominee

Region 10: Macomb, Oakland, Wayne



Recognizing, Documenting, and Valuing Young Children's Development They Are Already Learning

An excerpt from
**EQUITY AND
EARLY CHILDHOOD
EDUCATION:
Reclaiming the Child**

-
A Policy Research
Brief. NCTE 2016

All children are *already learning* when they enter kindergarten. However, communities across the country increasingly organize early childhood initiatives toward “kindergarten readiness” outcomes, as measured with standardized instruments (sometimes called screeners) and funded with federal dollars. A readiness approach suggests that some children need to be *made ready to learn* in five domains: physical well-being, social and emotional development, approaches to learning, language development, and cognition and general knowledge. Children’s varied performances on readiness tests erroneously increase perceptions of gaps between cultural, racial, economic, and linguistic groups — the very definition of inequity stated above. As a result, groups (families, neighborhoods, racial/ethnic communities) can be blamed for lack of educational progress beginning long before children enter school. Families are accordingly defined as in need of education about good parenting practices, commonly

including changes in home language use, which directly suggests that existing parenting and language practices are deficient.

The overemphasis on “readiness” rather than “learning” misrepresents who children are and what they know. It leads to misguided and developmentally inappropriate teaching designed around the isolated skills and domains that are assessed, i.e., “teaching to the test.” We believe in guarding the integrity of effective, developmentally appropriate assessment for young children that documents their knowledge and learning and does not pressure families and teachers to prematurely accelerate young children’s focus on skills in isolation. Shifting assessment attention away from readiness and toward equity will require that many early childhood teachers learn how to recognize, document, and value young children’s development and communicate progress and needs to families and other stakeholders.

From *Equity and Early Childhood Education: Reclaiming the Child- A Policy Research Brief* from NCTE 2016
<http://www.ncte.org/library/NCTEFiles/EquityEarlyEdBrief.pdf>



What is the Kindergarten Readiness Assessment (KRA)?

The KRA is a developmentally appropriate assessment tool designed to measure school readiness of incoming kindergartners across four domains. It is a research-based, valid and reliable assessment.



Language
and Literacy



Mathematics



Social
Foundations



Physical Well-Being
and Motor
Development

How is the KRA administered?

The items in the KRA are developed based on the Ready for Kindergarten Common Language Standards. A developmentally-appropriate mix of item types are used to create a multi-modal assessment:

- **Selected Response Items** and **Performance Tasks** provide opportunities for direct interaction with students on a one-to-one basis.
- **Observations** can take place in a variety of naturally occurring settings and groupings; items are scored using a rubric that includes specific criteria at three levels of proficiency.

Kindergartners are assessed as:

- **Demonstrating Readiness:** The child consistently demonstrates the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.
- **Approaching Readiness:** The child exhibits some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculums.
- **Emerging Readiness:** The child displays minimal foundational skills and behaviors, which are needed to successfully meet kindergarten expectations.

Children who readiness skills are “approaching” and/or “emerging” require differentiated instruction, targeted supports, or interventions to be successful in kindergarten.

The KRA materials include:

- A Teacher Administration Manual with directions for administration, scripts, and scoring rubrics
- Test image items for students
- Manipulatives
- Item score sheets
- Quick reference guides for administering the KRA to students with disabilities and English learners

Considering your KRA Data

Overall Performance Levels

- What percentage of students scored in each of the three performance levels?
- How does the performance of each subgroup compare to the overall data?
 - ❖ ELL Students, Students with IEPs, Male/Female, Low SES, Individual Schools
 - ❖ Are any subgroups outliers?
- Are there clusters of students “on the brink” of another performance level? (i.e. Approaching Readiness but almost Demonstrating Readiness)
- What surprises you? What seems expected?

Domains

- How are the scores distributed for each of the four domains? Do domain scoring patterns look similar to each other, or distinctive?
- Are there clear domain strengths or needs?
- How does the performance of each subgroup compare to the overall data for each domain?
 - ❖ ELL Students, Students with IEPs, Male/Female, Low SES, Individual Schools
 - ❖ Are any subgroups outliers?
- What surprises you? What seems expected?

Next Steps

- What subgroups or schools show strong kindergarten readiness this year?
- What subgroups or schools may benefit from additional support?
- How might this year’s KRA data inform future strategic planning for school readiness?



Professional Development by
Johns Hopkins School of Education Center for Technology in Education



A protocol for analyzing KRA Data with a team

Adapted from **The Practice of Authentic PLCs: A Guide to Effective Teacher Teams** by Daniel R. Venables (Corwin Press, 2011). All rights reserved.

This protocol is a helpful way to analyze your KRA data with a team and determine next steps.

Time: 40 minutes **Roles:** Facilitator, time keeper, recorder, participant

STEP 1	Teachers come to the meeting with their Domain Data Export. Teams may want to identify just one domain to focus on in the meeting.
STEP 2 (5 minutes)	Each participant is given a 5 x 7 index card. Quietly and individually, participants review the Domain Data Export. Each participant writes down three observations. These observations must be free of interference or speculation; the goal is to list facts that come from objectively examining the report. Each observation starts with the phrase “I noticed that...”
STEP 3 (5 minutes)	ROUND 1. In turn, each participant reads aloud one new observation that has not yet been shared, each time beginning with the phrase “I noticed that...” The facilitator records the response on the chart paper. After the last participant shares one new observation, the first participant offers a second new observation and the process continues until all observations have been shared aloud, without discussion.
STEP 4 (5 minutes)	Each participant turns over his index card and quietly writes three speculations or question statements based on the observations heard in ROUND 1 . These speculations attempt to offer possible explanations for the observations, or pose suggestions for pursuing additional data. No attempt should be made to solve the problems that surface; the intent is to gain insights into what the data suggest, how the data are connected and what the data imply. Each speculation starts with the phrase “I wonder why...” or “I wonder if...”
STEP 5 (10 minutes)	ROUND 2. In turn, each participant reads aloud a new speculation that has not yet been shared, each time beginning with the phrase “I wonder...” The facilitator records the responses on chart paper. This process continues as in ROUND 1 until all the speculations have been shared aloud, without discussion.
STEP 6 (15 minutes)	DISCUSSION. The PLC discusses what has been shared and possible causes, connections, and links to classroom instruction. The group notes other additional data that may be needed to make a plan for moving forward.

For Questions about the **MKEO/KRA** in Michigan:
contact KRA@washtenawisd.org
or 734-680-7689, 734-994-8100 ext. 1260

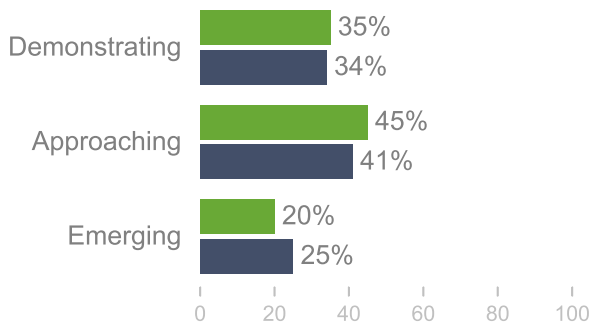


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ISD Data



ISD vs. State by Level



KRA Assessed 1184

By Ethnicity

African American	2.4%
Asian	*
Hispanic	2.3%
Multi-Racial	4.0%
Native American	*
Native Hawaiian, Pacific Islander	*
White	71.4%

By Subgroup

Children with Disabilities	6.4%
English Language Learners	2.4%
Free and Reduced Lunch Status	32.5%

By Prior Care Delivery Method

Community Based	6.1%
Home Based	4.1%
School	29.6%
Other	*
No response	60.2%

By Predominant Prior Care

Developmental K/Young 5s	11.6%
Early Childhood Sp. Ed. Classrm	2.1%
Family Child Care	3.5%
Great Start Readiness Prgm (GSRP)	13.2%
Head Start	6.1%
GSRP/Head Start Blend	*
Private Child Care Center	2.6%
Title 1 Preschool	*
Tuition-Based Preschool	12.1%
No response	48.7%

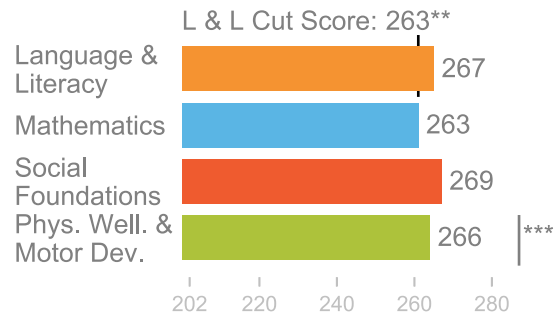
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

35% were at the "Demonstrating" level

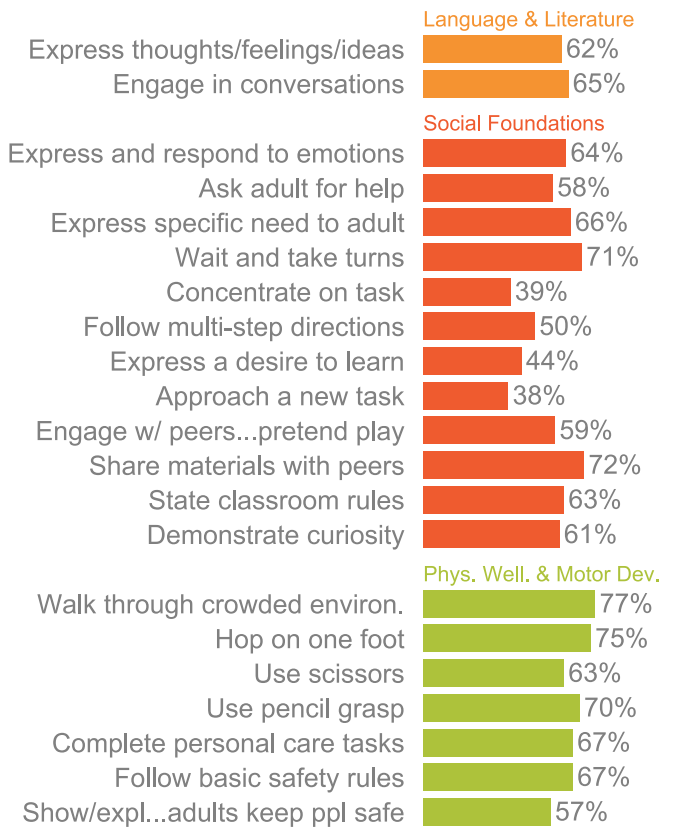
Median Score by Domain



**L & L was the only domain with a cut score.

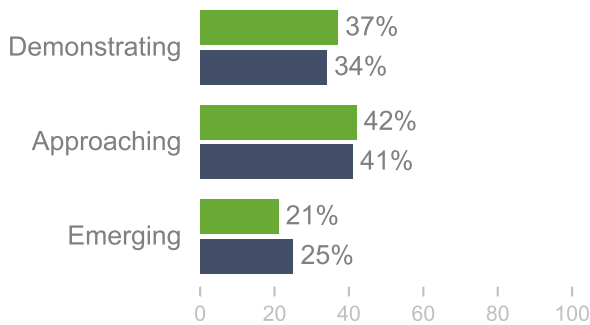
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



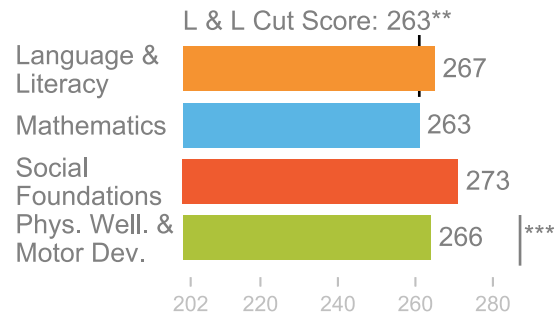
0 50 100

ISD vs. State by Level



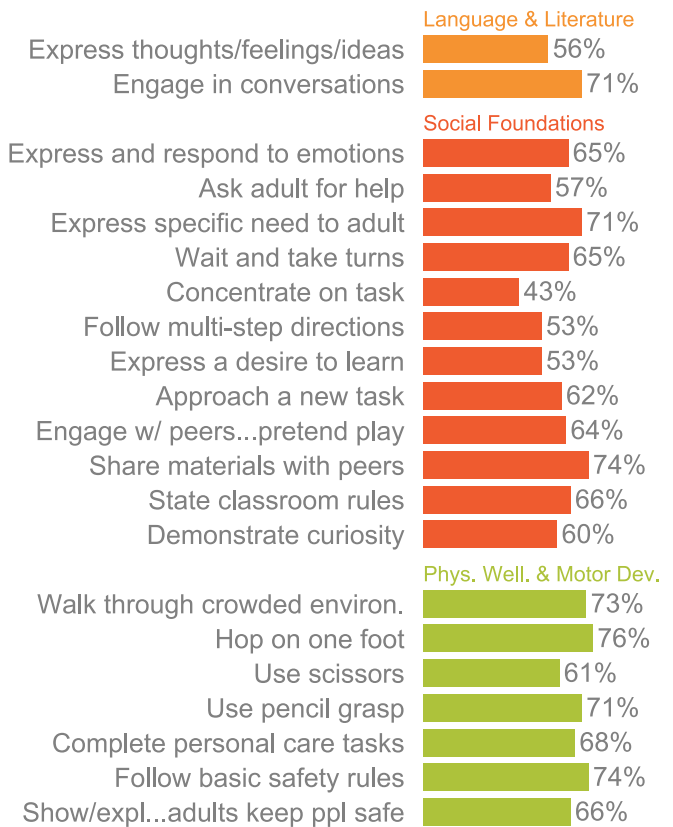
37% were at the "Demonstrating" level

Median Score by Domain



**L & L was the only domain with a cut score.
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



0 50 100

KRA Assessed 336

By Ethnicity

African American	*
Asian	*
Hispanic	*
Multi-Racial	*
Native American	*
Native Hawaiian, Pacific Islander	*
White	94.0%

By Subgroup

Children with Disabilities	17.3%
English Language Learners	*
Free and Reduced Lunch Status	*

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	*
Other	*
No response	100.0%

By Predominant Prior Care

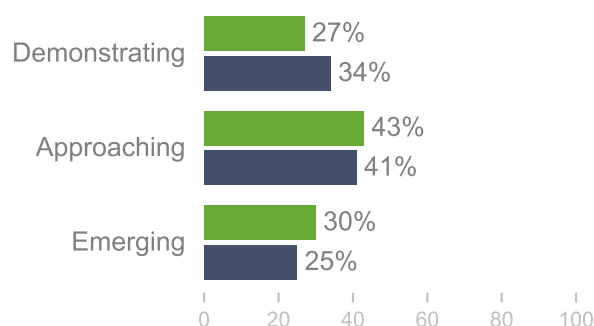
Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	*
Head Start	*
GSRP/Head Start Blend	*
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	100.0%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

ISD vs. State by Level



KRA Assessed 1164

By Ethnicity

African American	2.3%
Asian	*
Hispanic	*
Multi-Racial	11.9%
Native American	*
Native Hawaiian, Pacific Islander	*
White	85.2%

By Subgroup

Children with Disabilities	10.7%
English Language Learners	*
Free and Reduced Lunch Status	21.6%

By Prior Care Delivery Method

Community Based	*
Home Based	1.6%
School	15.1%
Other	*
No response	83.2%

By Predominant Prior Care

Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	27.9%
Head Start	*
GSRP/Head Start Blend	*
Private Child Care Center	1.6%
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	69.8%

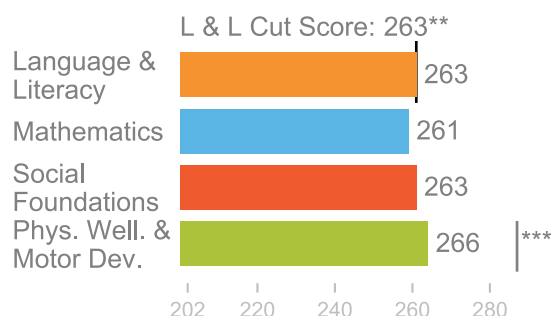
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

27% were at the "Demonstrating" level

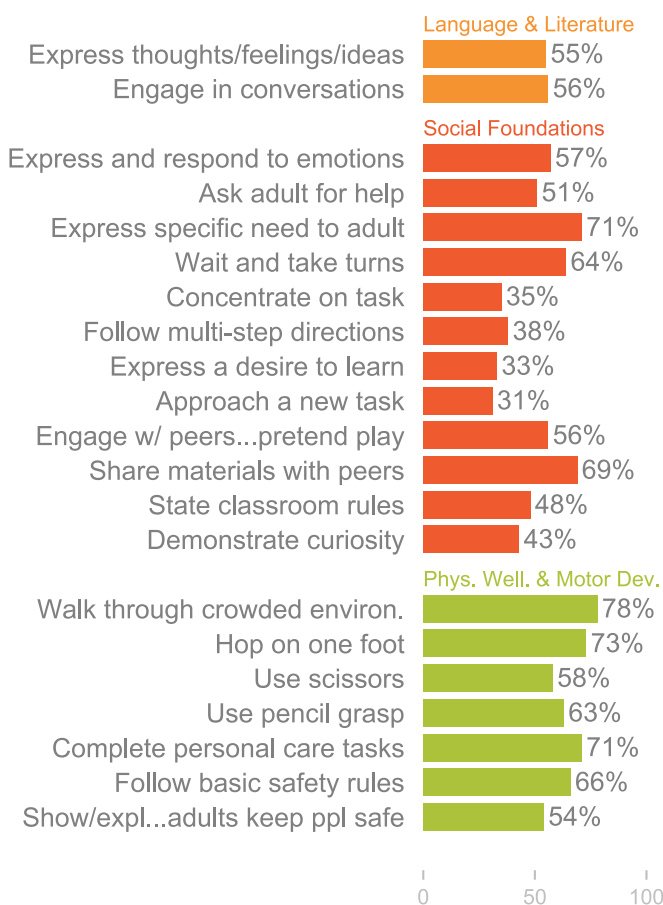
Median Score by Domain



**L & L was the only domain with a cut score.

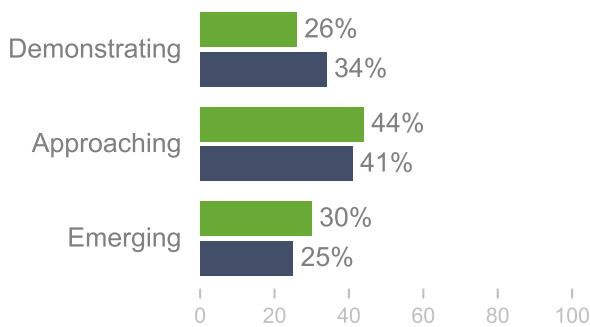
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



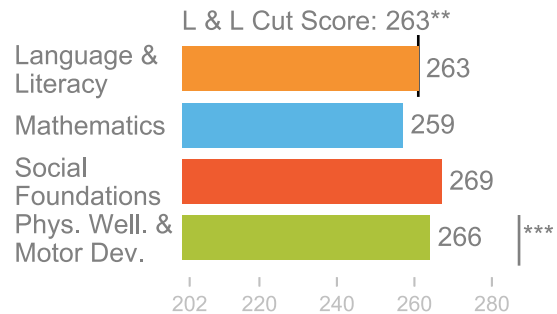
0 50 100

ISD vs. State by Level



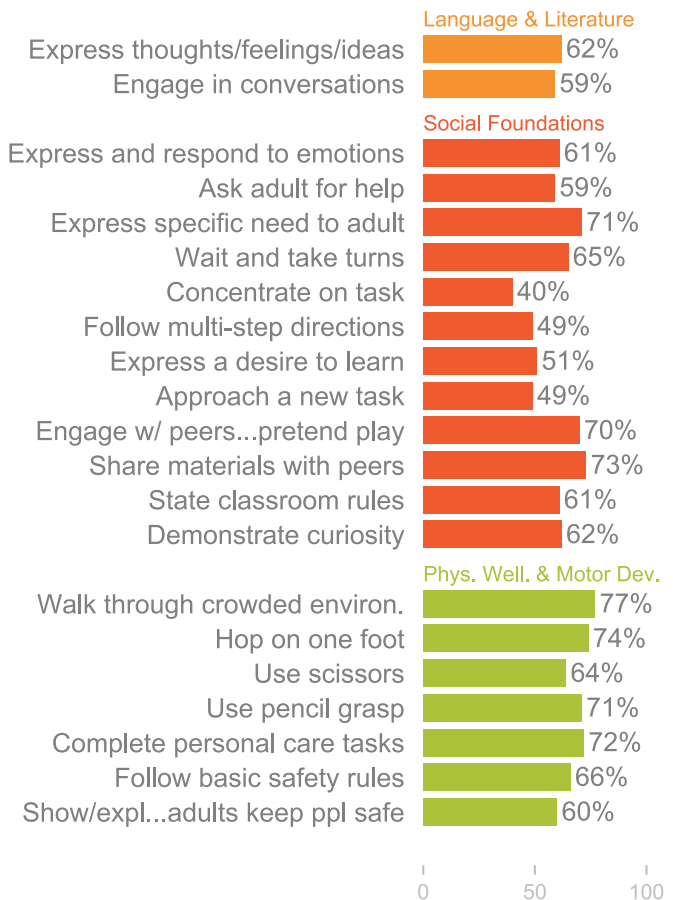
26% were at the "Demonstrating" level

Median Score by Domain



**L & L was the only domain with a cut score.
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 411

By Ethnicity

African American	11.7%
Asian	*
Hispanic	12.9%
Multi-Racial	*
Native American	*
Native Hawaiian, Pacific Islander	*
White	67.4%

By Subgroup

Children with Disabilities	*
English Language Learners	6.8%
Free and Reduced Lunch Status	49.1%

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	*
Other	*
No response	100.0%

By Predominant Prior Care

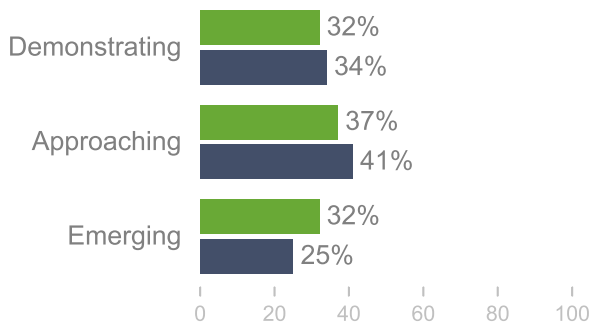
Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	5.1%
Head Start	*
GSRP/Head Start Blend	4.6%
Private Child Care Center	3.6%
Title 1 Preschool	3.2%
Tuition-Based Preschool	*
No response	79.1%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

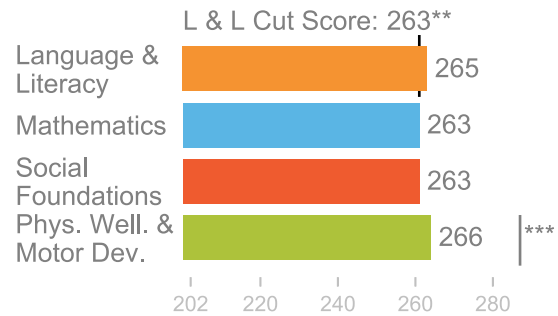
* less than 10 students

ISD vs. State by Level



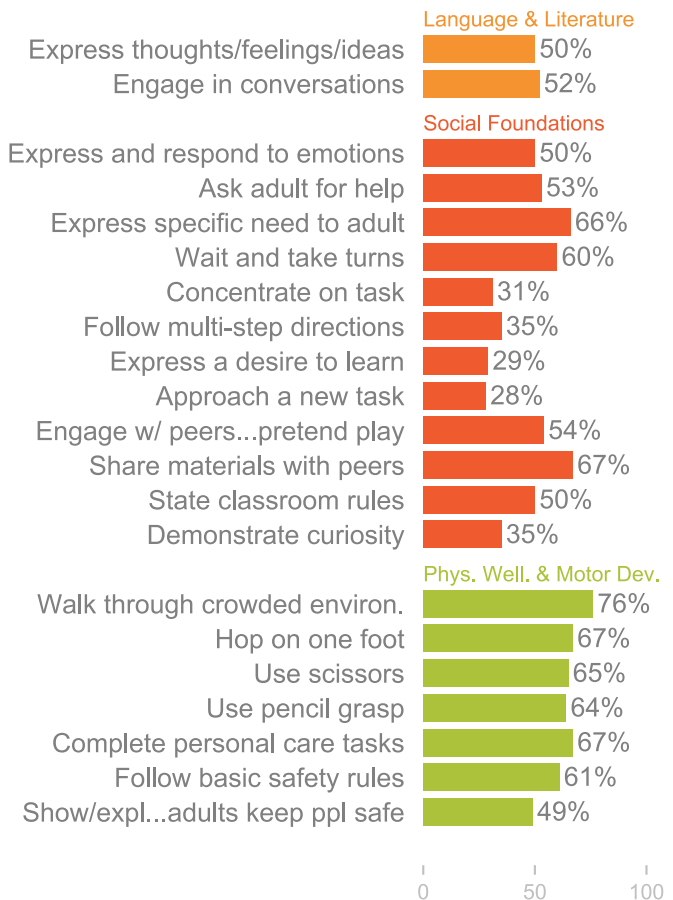
32% were at the "Demonstrating" level

Median Score by Domain



**L & L was the only domain with a cut score.
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 484

By Ethnicity

African American	*
Asian	*
Hispanic	*
Multi-Racial	5.2%
Native American	*
Native Hawaiian, Pacific Islander	*
White	92.1%

By Subgroup

Children with Disabilities	11.4%
English Language Learners	*
Free and Reduced Lunch Status	47.9%

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	53.3%
Other	*
No response	46.7%

By Predominant Prior Care

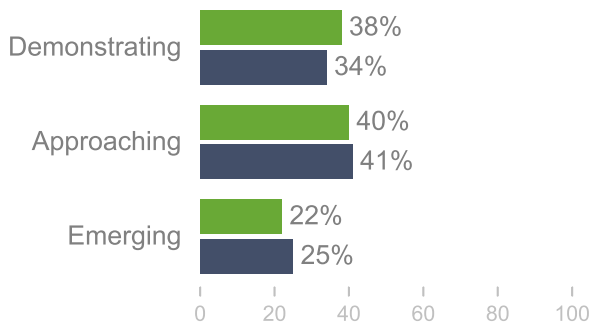
Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	25.4%
Head Start	*
GSRP/Head Start Blend	22.1%
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	52.5%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

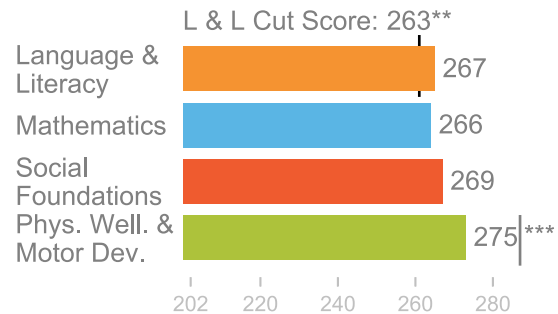
* less than 10 students

ISD vs. State by Level



38% were at the "Demonstrating" level

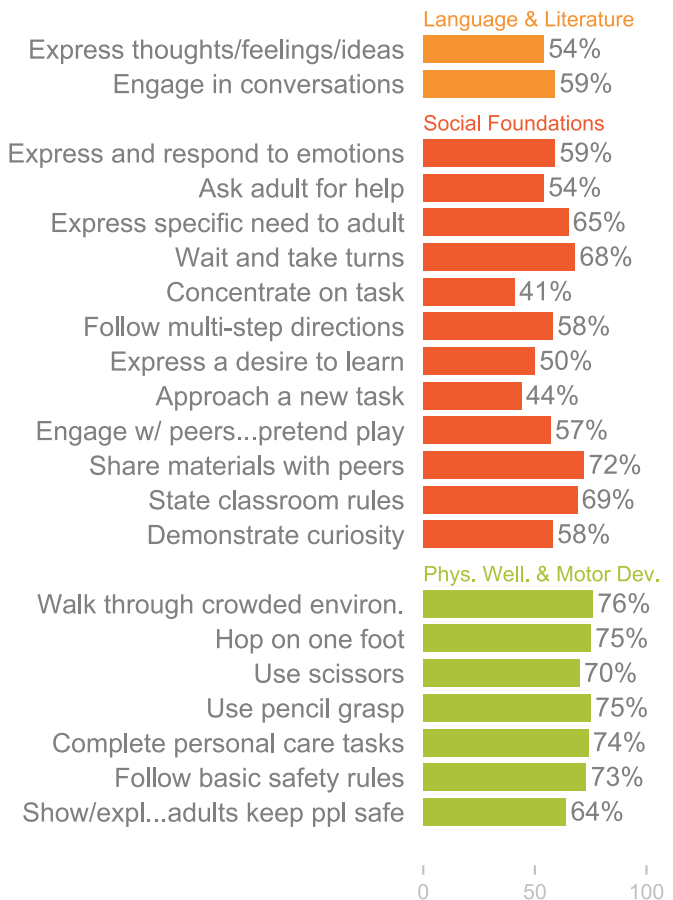
Median Score by Domain



**L & L was the only domain with a cut score.

***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 338

By Ethnicity

African American	3.6%
Asian	*
Hispanic	3.6%
Multi-Racial	*
Native American	3.3%
Native Hawaiian, Pacific Islander	*
White	87.9%

By Subgroup

Children with Disabilities	17.2%
English Language Learners	*
Free and Reduced Lunch Status	55.9%

By Prior Care Delivery Method

Community Based	13.0%
Home Based	*
School	21.0%
Other	*
No response	65.7%

By Predominant Prior Care

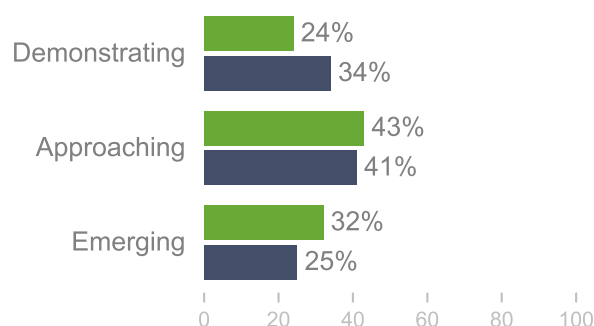
Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	27.5%
Head Start	*
GSRP/Head Start Blend	*
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	65.4%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

ISD vs. State by Level



KRA Assessed 468

By Ethnicity

African American	*
Asian	*
Hispanic	*
Multi-Racial	*
Native American	*
Native Hawaiian, Pacific Islander	*
White	91.7%

By Subgroup

Children with Disabilities	*
English Language Learners	*
Free and Reduced Lunch Status	39.5%

By Prior Care Delivery Method

Community Based	5.1%
Home Based	3.8%
School	22.9%
Other	*
No response	68.2%

By Predominant Prior Care

Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	20.5%
Head Start	*
GSRP/Head Start Blend	10.0%
Private Child Care Center	3.2%
Title 1 Preschool	2.6%
Tuition-Based Preschool	*
No response	59.2%

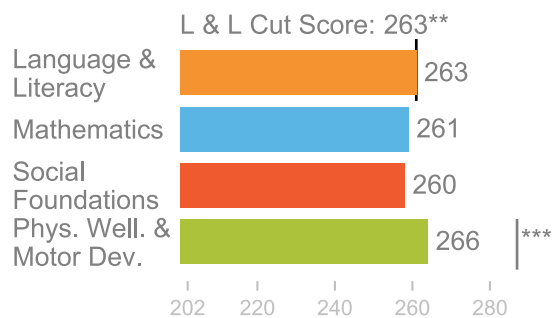
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

24% were at the "Demonstrating" level

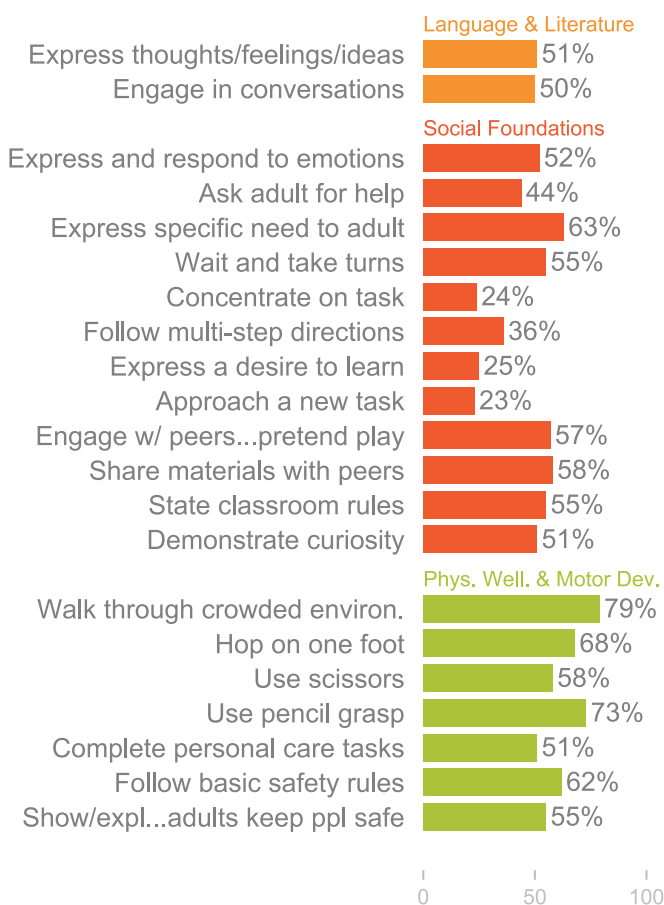
Median Score by Domain



**L & L was the only domain with a cut score.

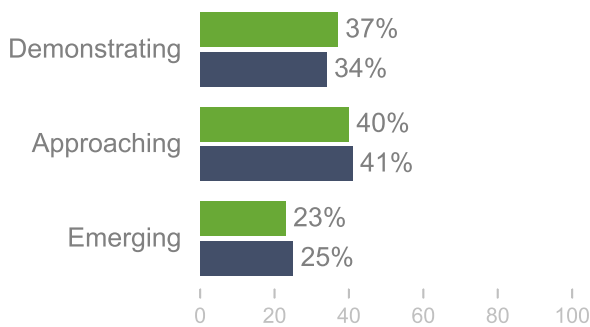
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



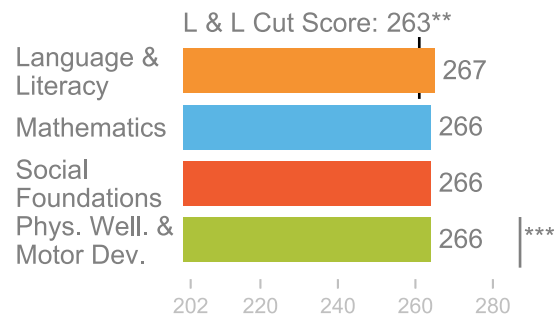
0 50 100

ISD vs. State by Level



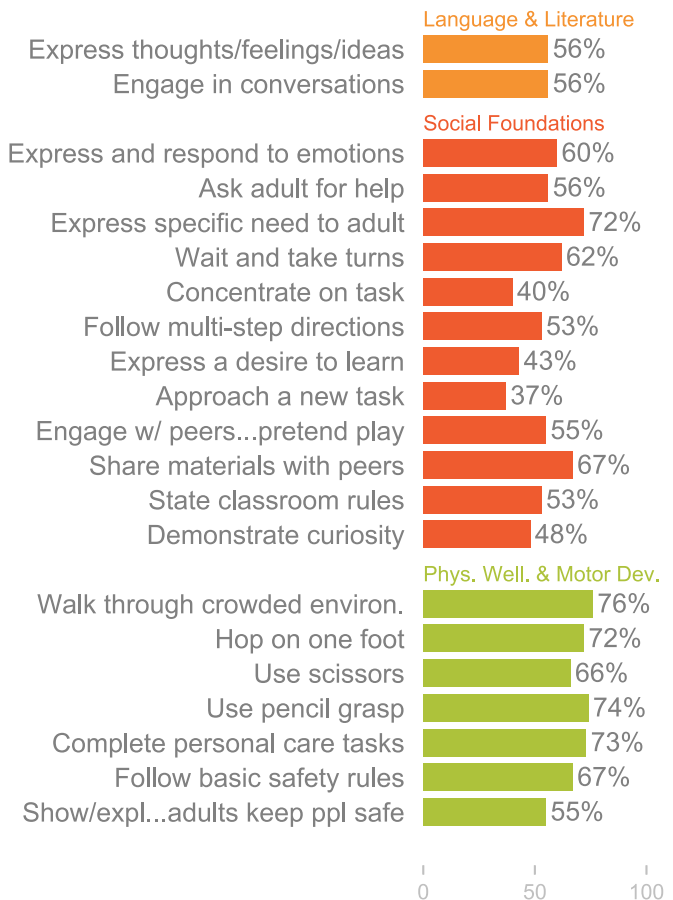
37% were at the "Demonstrating" level

Median Score by Domain



**L & L was the only domain with a cut score.
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 694

By Ethnicity

African American	*
Asian	*
Hispanic	*
Multi-Racial	*
Native American	*
Native Hawaiian, Pacific Islander	*
White	20.9%

By Subgroup

Children with Disabilities	13.7%
English Language Learners	*
Free and Reduced Lunch Status	2.4%

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	*
Other	*
No response	99.7%

By Predominant Prior Care

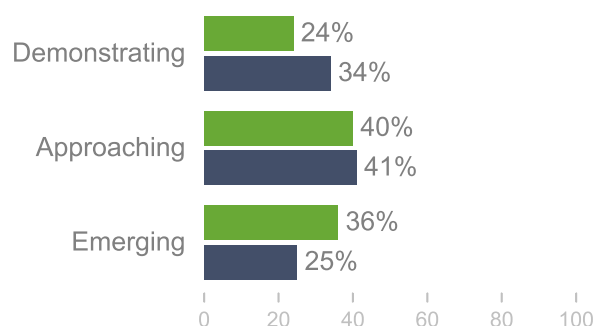
Developmental K/Young 5s	5.6%
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	*
Head Start	*
GSRP/Head Start Blend	*
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	93.8%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

ISD vs. State by Level



KRA Assessed 1880

By Ethnicity

African American	11.3%
Asian	0.6%
Hispanic	1.9%
Multi-Racial	1.1%
Native American	0.6%
Native Hawaiian, Pacific Islander	2.9%
White	60.6%

By Subgroup

Children with Disabilities	2.6%
English Language Learners	*
Free and Reduced Lunch Status	44.8%

By Prior Care Delivery Method

Community Based	5.6%
Home Based	4.1%
School	14.7%
Other	4.7%
No response	71.0%

By Predominant Prior Care

Developmental K/Young 5s	7.7%
Early Childhood Sp. Ed. Classrm	*
Family Child Care	5.1%
Great Start Readiness Prgm (GSRP)	5.5%
Head Start	1.0%
GSRP/Head Start Blend	1.0%
Private Child Care Center	4.9%
Title 1 Preschool	*
Tuition-Based Preschool	3.8%
No response	70.4%

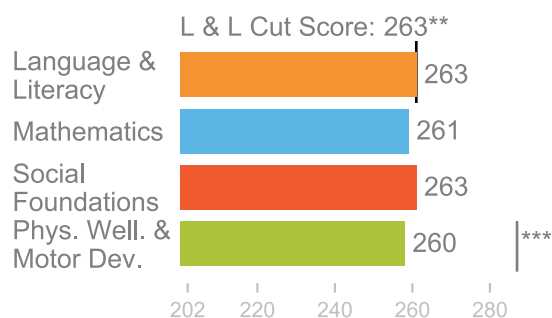
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

24% were at the "Demonstrating" level

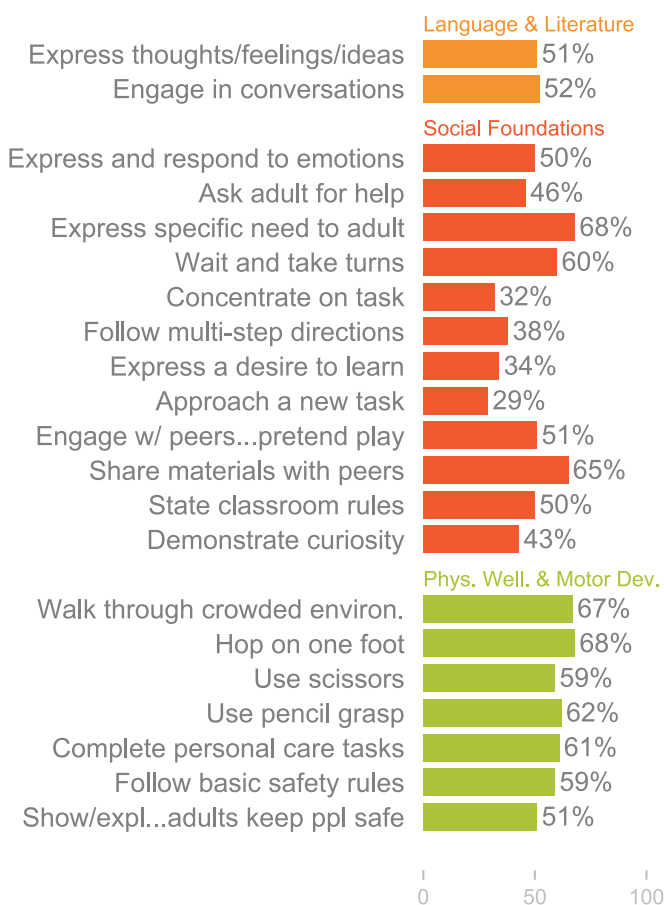
Median Score by Domain



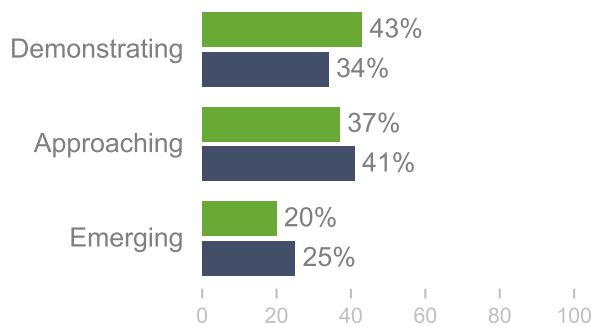
**L & L was the only domain with a cut score.

***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates

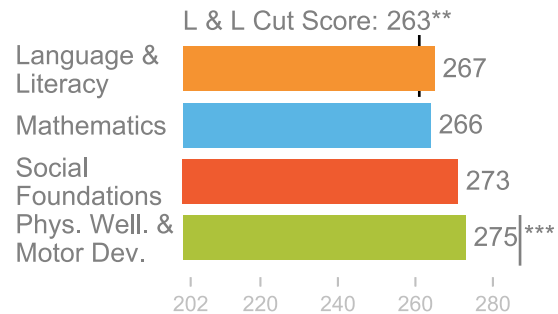


ISD vs. State by Level



43% were at the "Demonstrating" level

Median Score by Domain



**L & L was the only domain with a cut score.
***Phys. Well. & Motor Dev. maximum score is 289.

KRA Assessed 5234

By Ethnicity

African American	5.4%
Asian	3.3%
Hispanic	6.3%
Multi-Racial	8.3%
Native American	0.5%
Native Hawaiian, Pacific Islander	0.3%
White	46.5%

By Subgroup

Children with Disabilities	4.9%
English Language Learners	11.3%
Free and Reduced Lunch Status	16.6%

By Prior Care Delivery Method

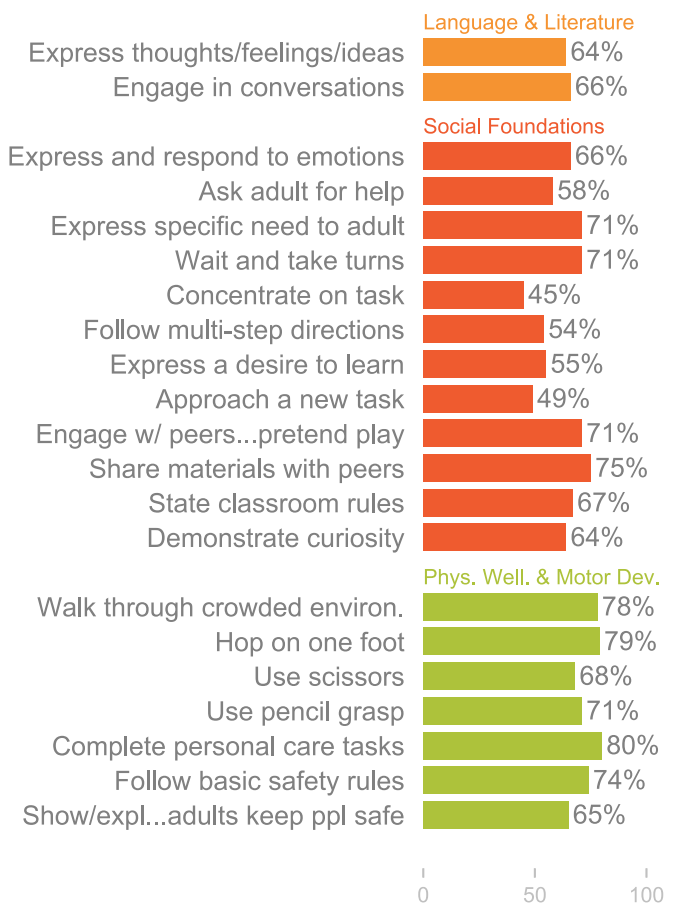
Community Based	5.2%
Home Based	1.5%
School	15.5%
Other	*
No response	77.8%

By Predominant Prior Care

Developmental K/Young 5s	3.2%
Early Childhood Sp. Ed. Classrm	0.3%
Family Child Care	1.5%
Great Start Readiness Prgm (GSRP)	8.7%
Head Start	1.3%
GSRP/Head Start Blend	0.2%
Private Child Care Center	0.8%
Title 1 Preschool	0.5%
Tuition-Based Preschool	5.8%
No response	77.7%

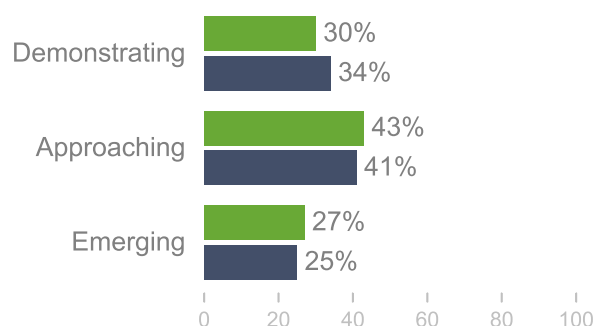
Source: KRA Data File
Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

Observational Item Success Rates



* less than 10 students

ISD vs. State by Level



KRA Assessed 1334

By Ethnicity

African American	0.8%
Asian	*
Hispanic	*
Multi-Racial	3.9%
Native American	*
Native Hawaiian, Pacific Islander	*
White	53.7%

By Subgroup

Children with Disabilities	2.7%
English Language Learners	*
Free and Reduced Lunch Status	6.9%

By Prior Care Delivery Method

Community Based	4.5%
Home Based	5.0%
School	13.2%
Other	*
No response	77.2%

By Predominant Prior Care

Developmental K/Young 5s	2.7%
Early Childhood Sp. Ed. Classrm	*
Family Child Care	3.0%
Great Start Readiness Prgm (GSRP)	3.4%
Head Start	1.7%
GSRP/Head Start Blend	*
Private Child Care Center	1.9%
Title 1 Preschool	*
Tuition-Based Preschool	7.0%
No response	79.3%

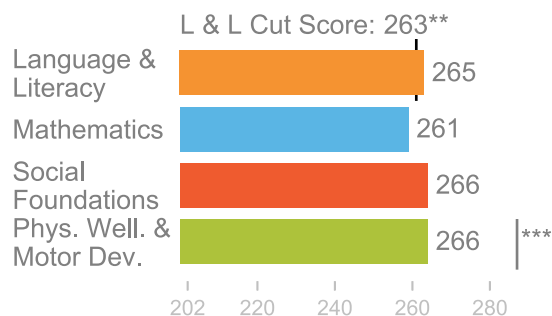
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

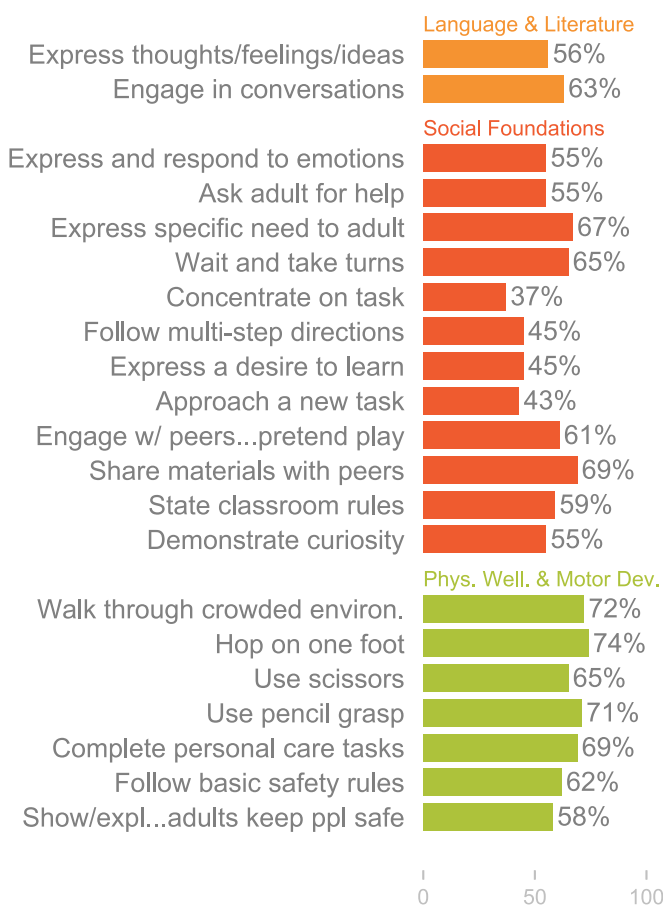
* less than 10 students

30% were at the "Demonstrating" level

Median Score by Domain

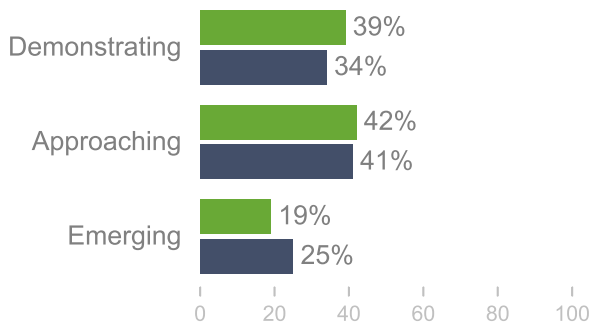


Observational Item Success Rates



0 50 100

ISD vs. State by Level



KRA Assessed 1768

By Ethnicity

African American	0.8%
Asian	0.6%
Hispanic	0.8%
Multi-Racial	1.0%
Native American	*
Native Hawaiian, Pacific Islander	1.3%
White	74.9%

By Subgroup

Children with Disabilities	4.6%
English Language Learners	1.0%
Free and Reduced Lunch Status	12.1%

By Prior Care Delivery Method

Community Based	12.3%
Home Based	*
School	14.8%
Other	*
No response	72.7%

By Predominant Prior Care

Developmental K/Young 5s	3.0%
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	*
Head Start	*
GSRP/Head Start Blend	*
Private Child Care Center	0.8%
Title 1 Preschool	*
Tuition-Based Preschool	4.2%
No response	91.5%

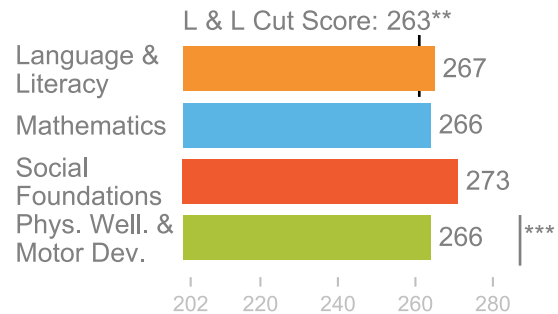
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

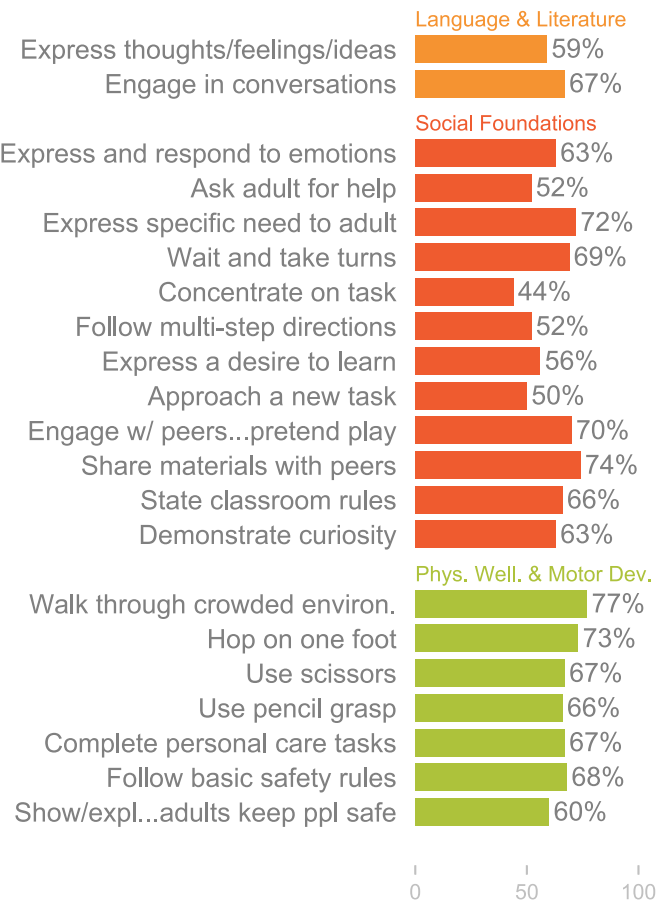
* less than 10 students

39% were at the "Demonstrating" level

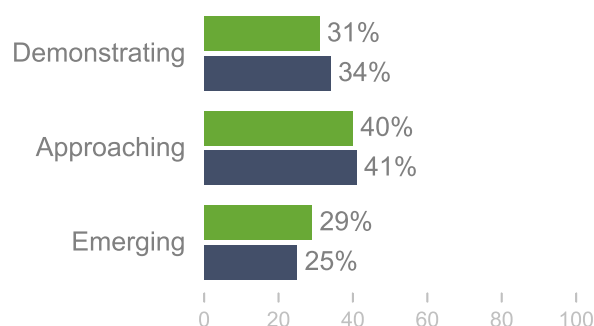
Median Score by Domain



Observational Item Success Rates



ISD vs. State by Level



KRA Assessed 578

By Ethnicity

African American	*
Asian	*
Hispanic	*
Multi-Racial	6.2%
Native American	*
Native Hawaiian, Pacific Islander	*
White	91.2%

By Subgroup

Children with Disabilities	7.6%
English Language Learners	*
Free and Reduced Lunch Status	66.1%

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	*
Other	3.8%
No response	94.5%

By Predominant Prior Care

Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	3.8%
Head Start	6.9%
GSRP/Head Start Blend	*
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	85.6%

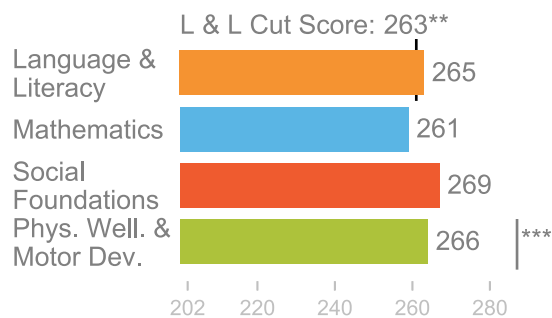
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

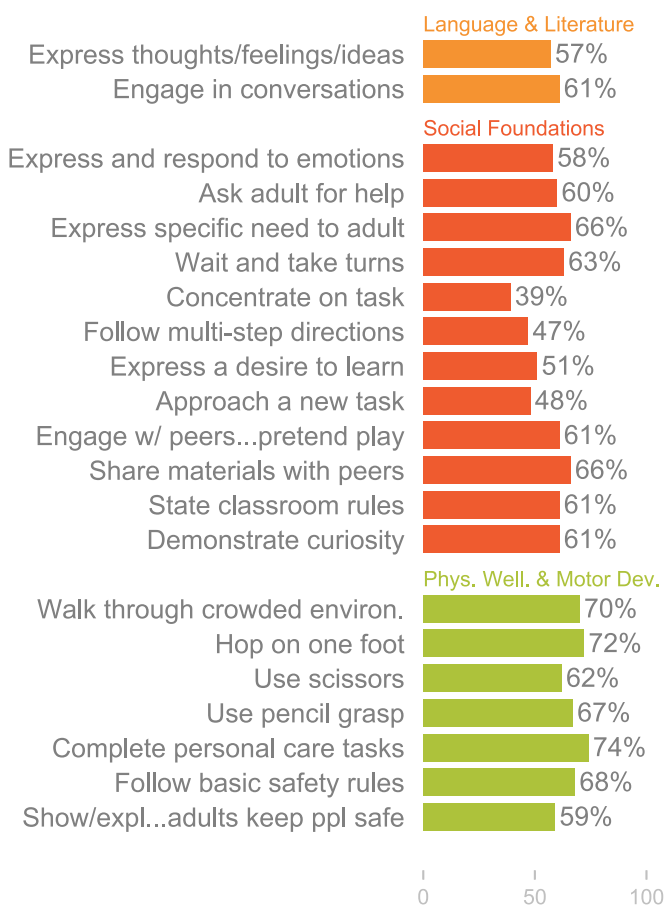
* less than 10 students

31% were at the "Demonstrating" level

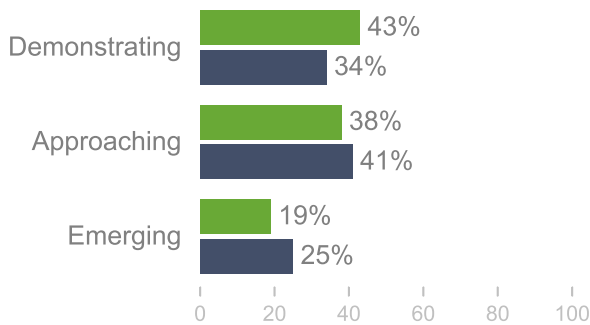
Median Score by Domain



Observational Item Success Rates

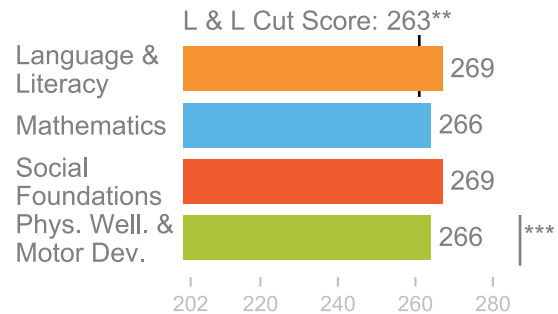


ISD vs. State by Level



43% were at the "Demonstrating" level

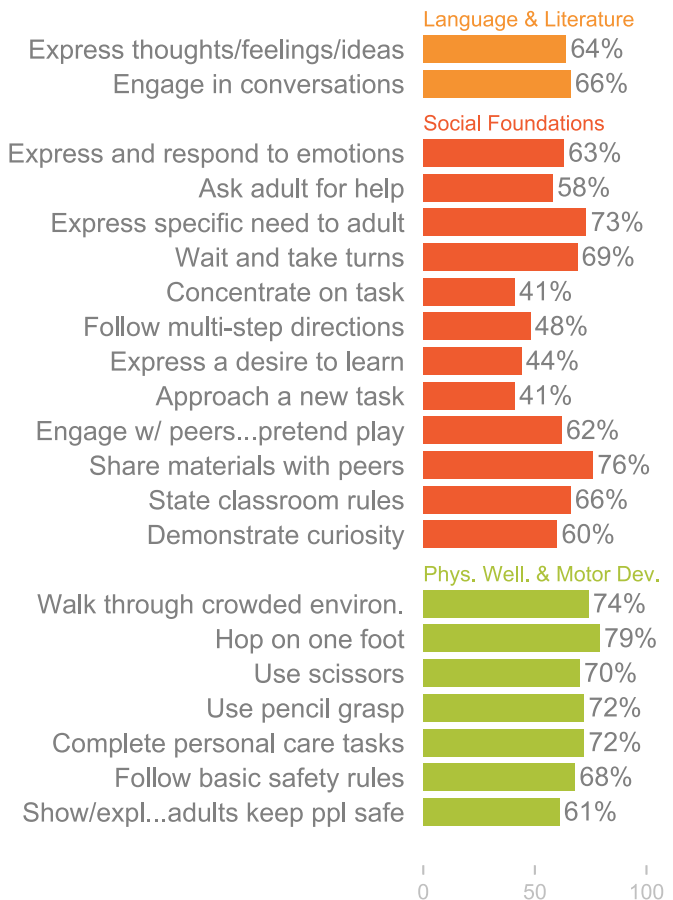
Median Score by Domain



**L & L was the only domain with a cut score.

***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 914

By Ethnicity

African American	1.6%
Asian	2.5%
Hispanic	*
Multi-Racial	4.6%
Native American	*
Native Hawaiian, Pacific Islander	*
White	79.1%

By Subgroup

Children with Disabilities	10.2%
English Language Learners	*
Free and Reduced Lunch Status	22.3%

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	1.2%
Other	*
No response	98.8%

By Predominant Prior Care

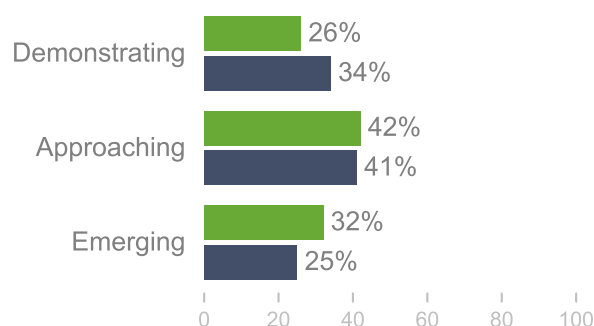
Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	*
Head Start	*
GSRP/Head Start Blend	*
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	99.9%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

ISD vs. State by Level



KRA Assessed 1662

By Ethnicity

African American	*
Asian	*
Hispanic	*
Multi-Racial	5.2%
Native American	*
Native Hawaiian, Pacific Islander	*
White	64.7%

By Subgroup

Children with Disabilities	6.8%
English Language Learners	*
Free and Reduced Lunch Status	19.3%

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	*
Other	*
No response	100.0%

By Predominant Prior Care

Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	*
Head Start	*
GSRP/Head Start Blend	*
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	100.0%

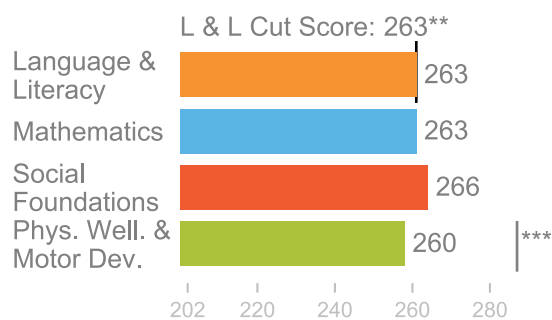
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

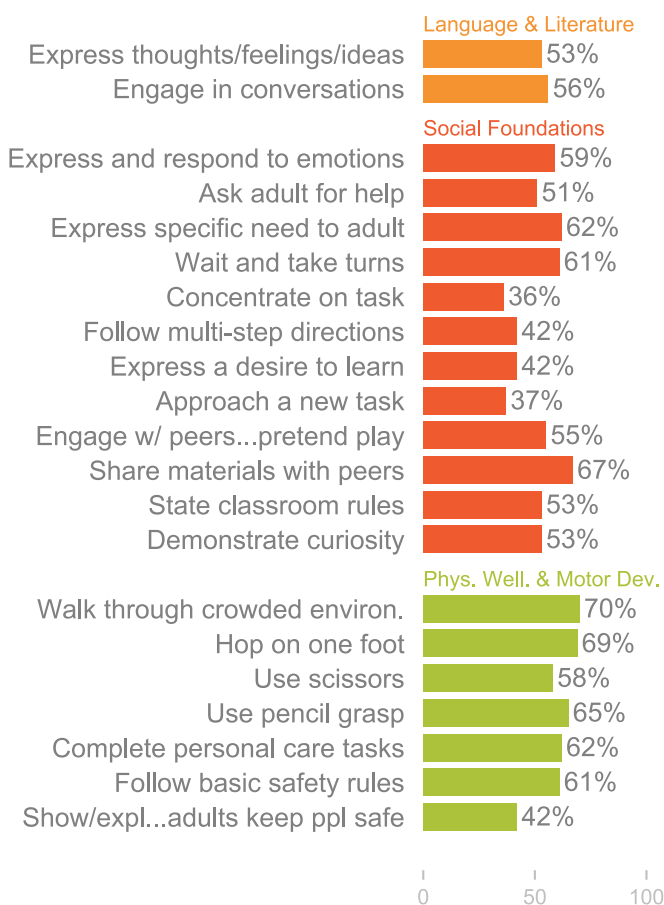
* less than 10 students

26% were at the "Demonstrating" level

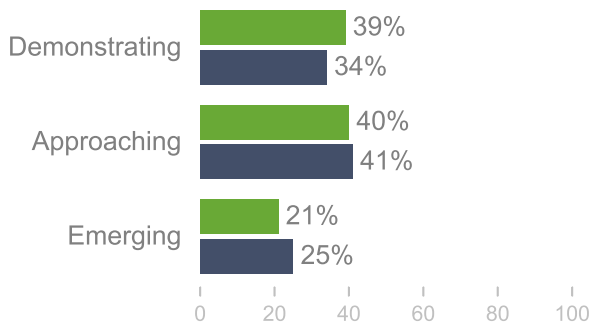
Median Score by Domain



Observational Item Success Rates

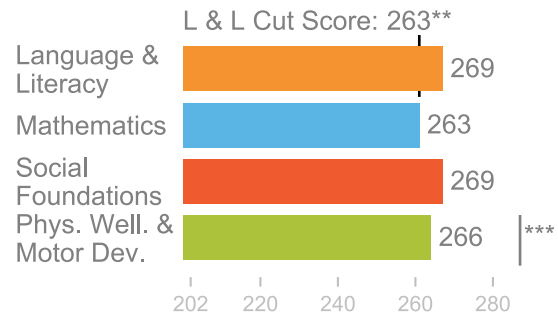


ISD vs. State by Level



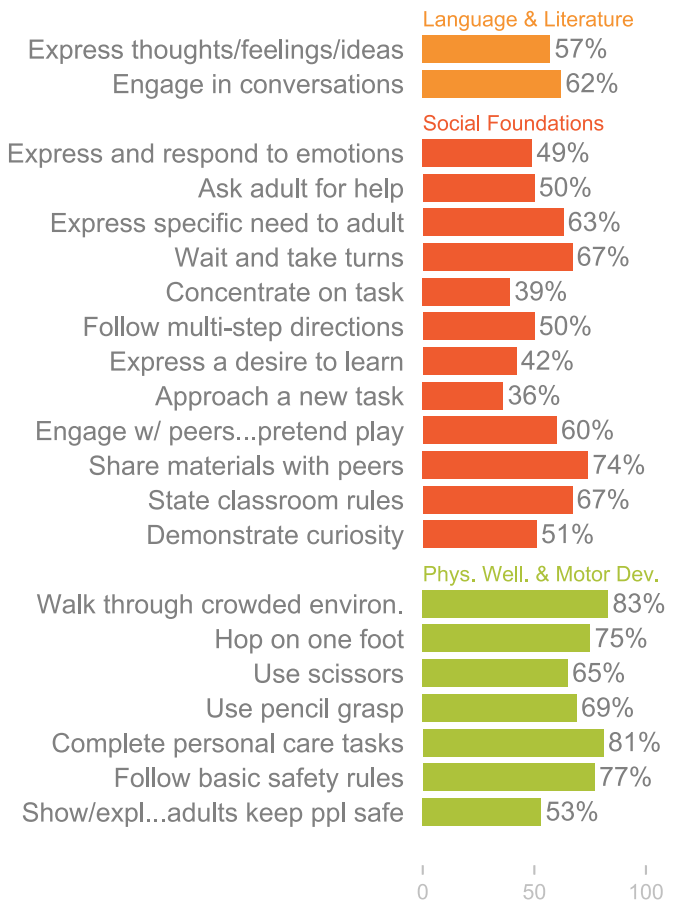
39% were at the "Demonstrating" level

Median Score by Domain



**L & L was the only domain with a cut score.
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 465

By Ethnicity

African American	*
Asian	*
Hispanic	*
Multi-Racial	2.8%
Native American	*
Native Hawaiian, Pacific Islander	*
White	86.0%

By Subgroup

Children with Disabilities	*
English Language Learners	*
Free and Reduced Lunch Status	17.2%

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	23.4%
Other	*
No response	73.8%

By Predominant Prior Care

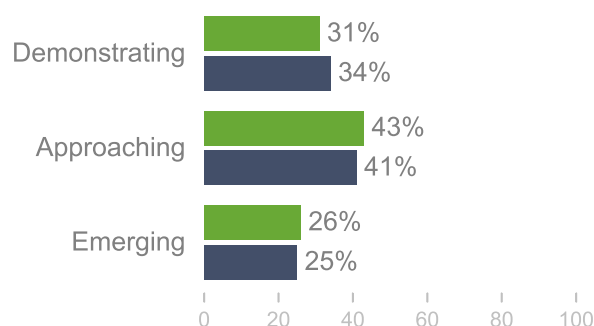
Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	21.5%
Head Start	2.6%
GSRP/Head Start Blend	2.8%
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	70.5%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

ISD vs. State by Level



KRA Assessed 650

By Ethnicity

African American	36.5%
Asian	*
Hispanic	5.1%
Multi-Racial	8.0%
Native American	*
Native Hawaiian, Pacific Islander	*
White	50.0%

By Subgroup

Children with Disabilities	7.7%
English Language Learners	3.5%
Free and Reduced Lunch Status	51.1%

By Prior Care Delivery Method

Community Based	*
Home Based	8.0%
School	11.2%
Other	*
No response	80.6%

By Predominant Prior Care

Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	8.3%
Great Start Readiness Prgm (GSRP)	10.0%
Head Start	*
GSRP/Head Start Blend	*
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	78.8%

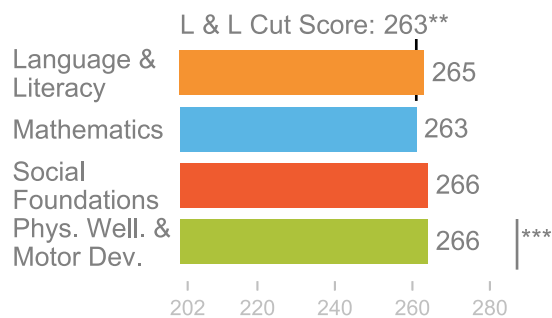
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

31% were at the "Demonstrating" level

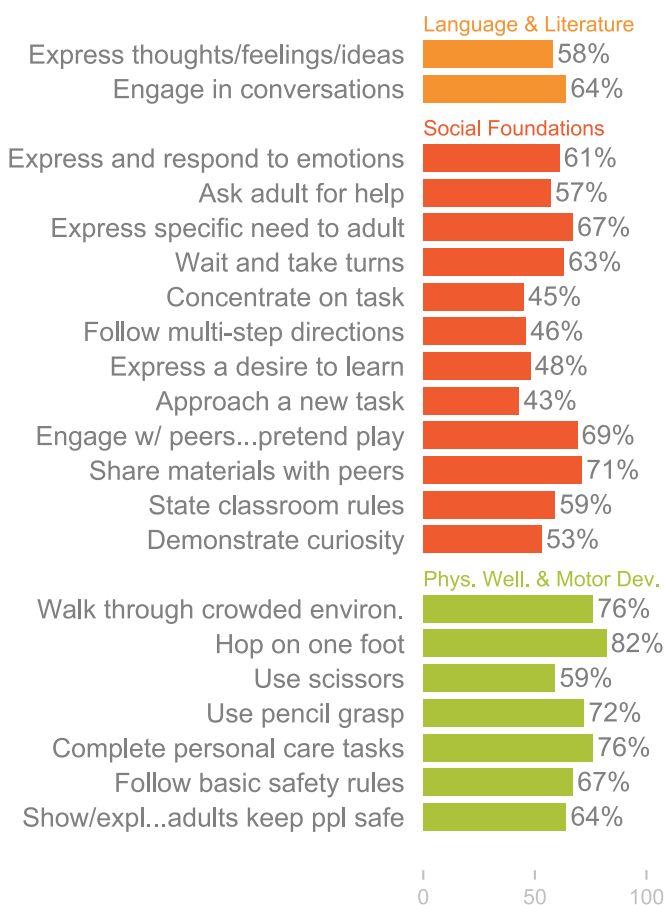
Median Score by Domain



**L & L was the only domain with a cut score.

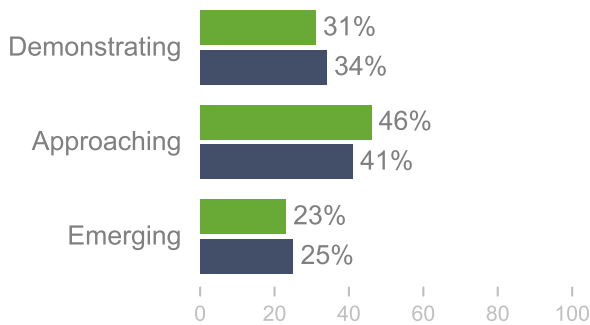
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



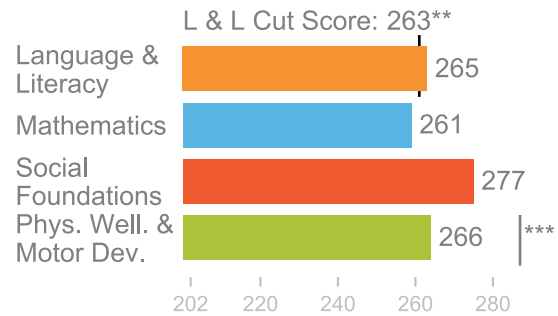
0 50 100

ISD vs. State by Level



31% were at the "Demonstrating" level

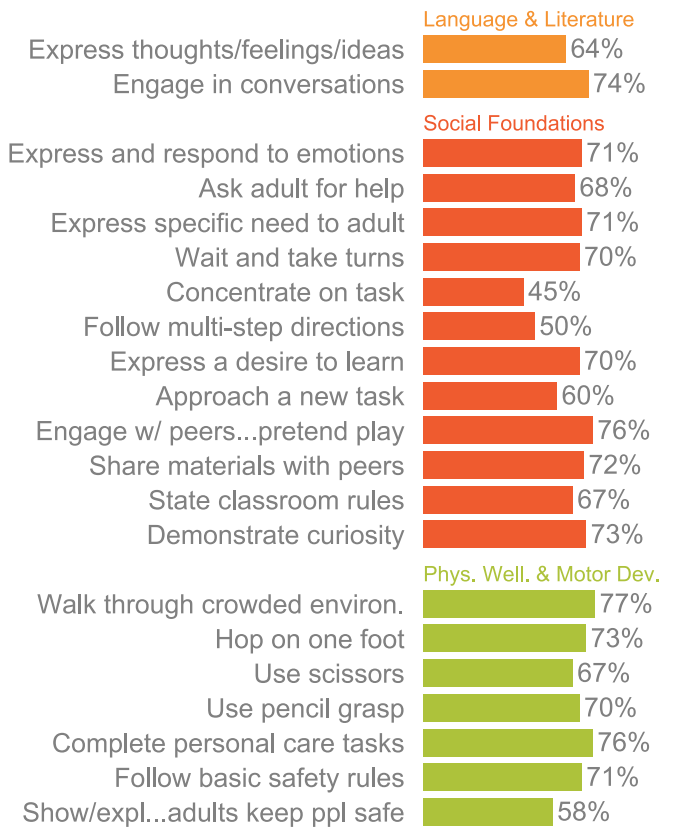
Median Score by Domain



**L & L was the only domain with a cut score.

***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 500

By Ethnicity

African American	*
Asian	*
Hispanic	3.2%
Multi-Racial	9.8%
Native American	*
Native Hawaiian, Pacific Islander	*
White	85.4%

By Subgroup

Children with Disabilities	12.8%
English Language Learners	2.0%
Free and Reduced Lunch Status	*

By Prior Care Delivery Method

Community Based	6.4%
Home Based	4.4%
School	70.2%
Other	*
No response	19.0%

By Predominant Prior Care

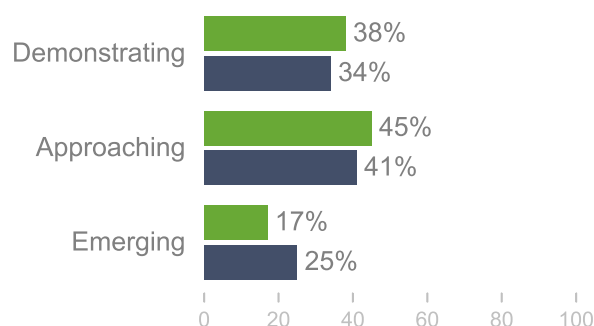
Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	4.4%
Great Start Readiness Prgm (GSRP)	64.0%
Head Start	5.2%
GSRP/Head Start Blend	*
Private Child Care Center	5.6%
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	20.8%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

ISD vs. State by Level



KRA Assessed 1826

By Ethnicity

African American	1.8%
Asian	1.4%
Hispanic	0.9%
Multi-Racial	16.5%
Native American	*
Native Hawaiian, Pacific Islander	*
White	75.0%

By Subgroup

Children with Disabilities	6.5%
English Language Learners	3.1%
Free and Reduced Lunch Status	30.9%

By Prior Care Delivery Method

Community Based	21.7%
Home Based	6.8%
School	43.8%
Other	*
No response	27.6%

By Predominant Prior Care

Developmental K/Young 5s	20.3%
Early Childhood Sp. Ed. Classrm	1.4%
Family Child Care	9.0%
Great Start Readiness Prgm (GSRP)	10.8%
Head Start	3.5%
GSRP/Head Start Blend	0.8%
Private Child Care Center	6.3%
Title 1 Preschool	*
Tuition-Based Preschool	24.0%
No response	23.8%

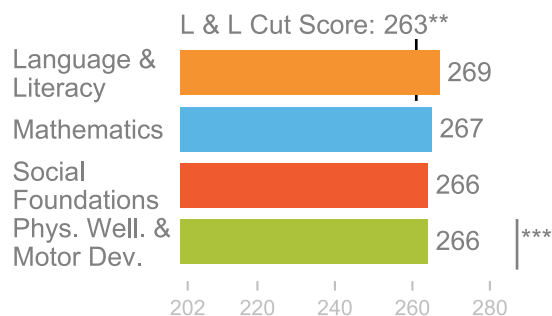
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

38% were at the "Demonstrating" level

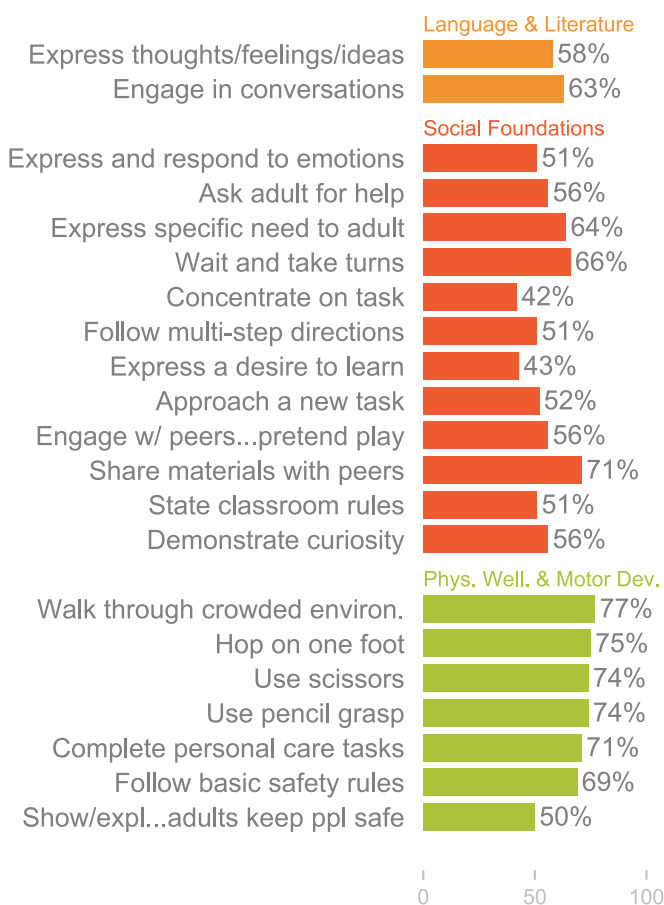
Median Score by Domain



**L & L was the only domain with a cut score.

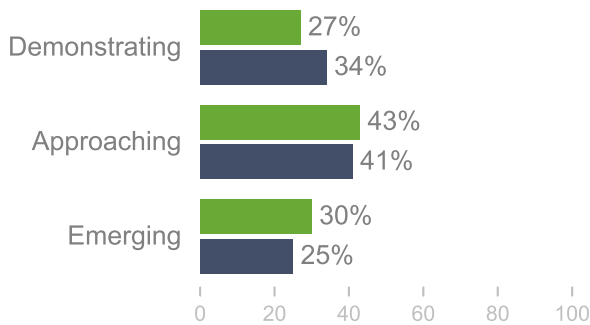
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



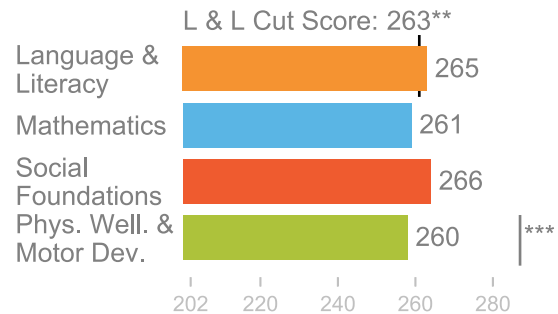
0 50 100

ISD vs. State by Level



27% were at the "Demonstrating" level

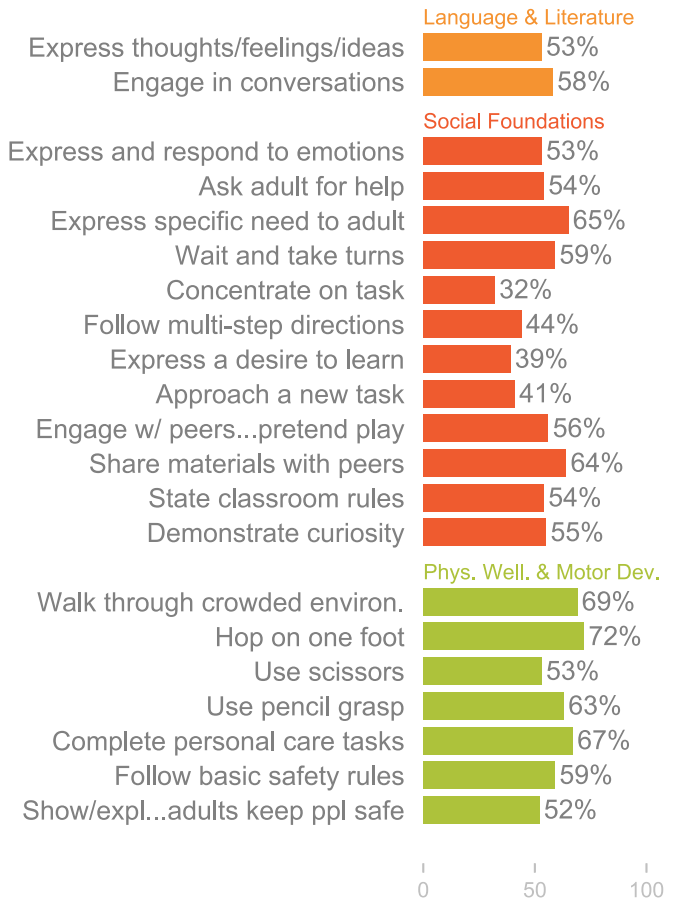
Median Score by Domain



**L & L was the only domain with a cut score.

***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 2055

By Ethnicity

African American	19.6%
Asian	1.4%
Hispanic	*
Multi-Racial	11.4%
Native American	*
Native Hawaiian, Pacific Islander	*
White	34.7%

By Subgroup

Children with Disabilities	5.9%
English Language Learners	0.8%
Free and Reduced Lunch Status	28.2%

By Prior Care Delivery Method

Community Based	1.5%
Home Based	2.3%
School	19.9%
Other	*
No response	76.3%

By Predominant Prior Care

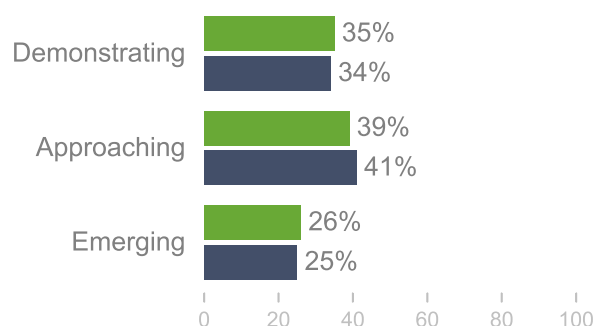
Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	0.6%
Great Start Readiness Prgm (GSRP)	14.4%
Head Start	1.3%
GSRP/Head Start Blend	3.8%
Private Child Care Center	*
Title 1 Preschool	0.5%
Tuition-Based Preschool	*
No response	79.3%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

ISD vs. State by Level



KRA Assessed

1744

By Ethnicity

African American	13.3%
Asian	2.4%
Hispanic	6.5%
Multi-Racial	7.6%
Native American	*
Native Hawaiian, Pacific Islander	*
White	38.9%

By Subgroup

Children with Disabilities	6.4%
English Language Learners	3.7%
Free and Reduced Lunch Status	7.7%

By Prior Care Delivery Method

Community Based	5.0%
Home Based	1.0%
School	12.8%
Other	*
No response	81.1%

By Predominant Prior Care

Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	1.1%
Great Start Readiness Prgm (GSRP)	*
Head Start	0.6%
GSRP/Head Start Blend	*
Private Child Care Center	4.1%
Title 1 Preschool	*
Tuition-Based Preschool	5.2%
No response	88.1%

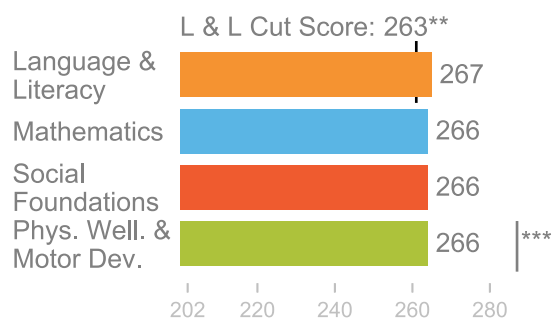
Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

35% were at the "Demonstrating" level

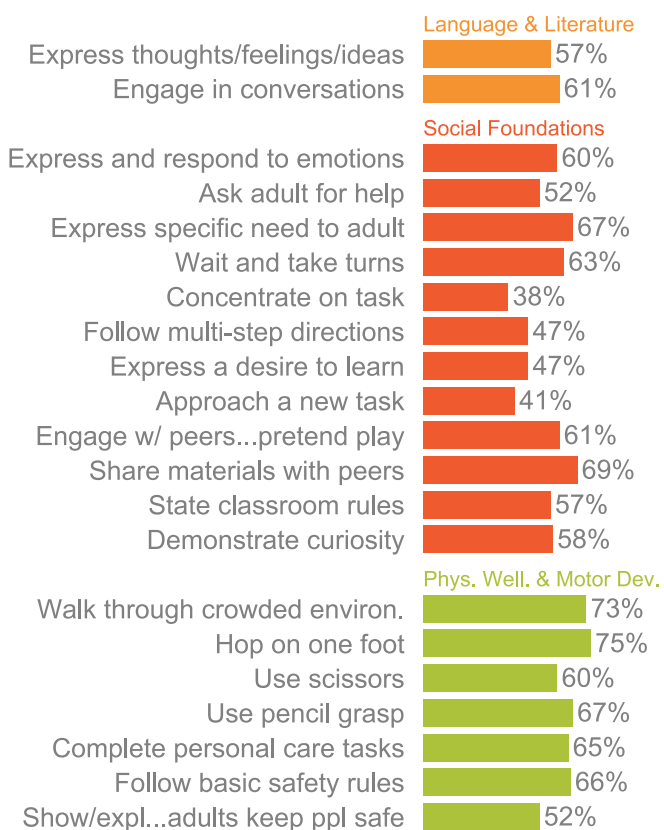
Median Score by Domain



**L & L was the only domain with a cut score.

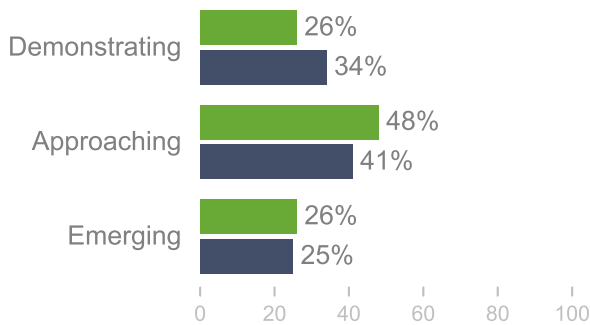
***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



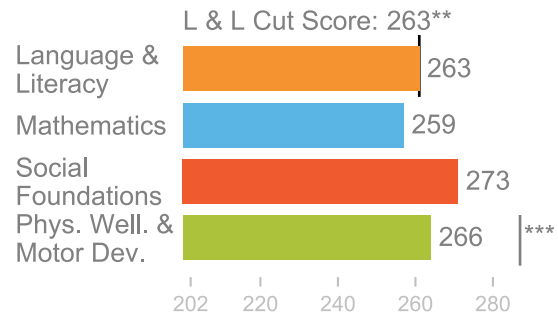
0 50 100

ISD vs. State by Level



26% were at the "Demonstrating" level

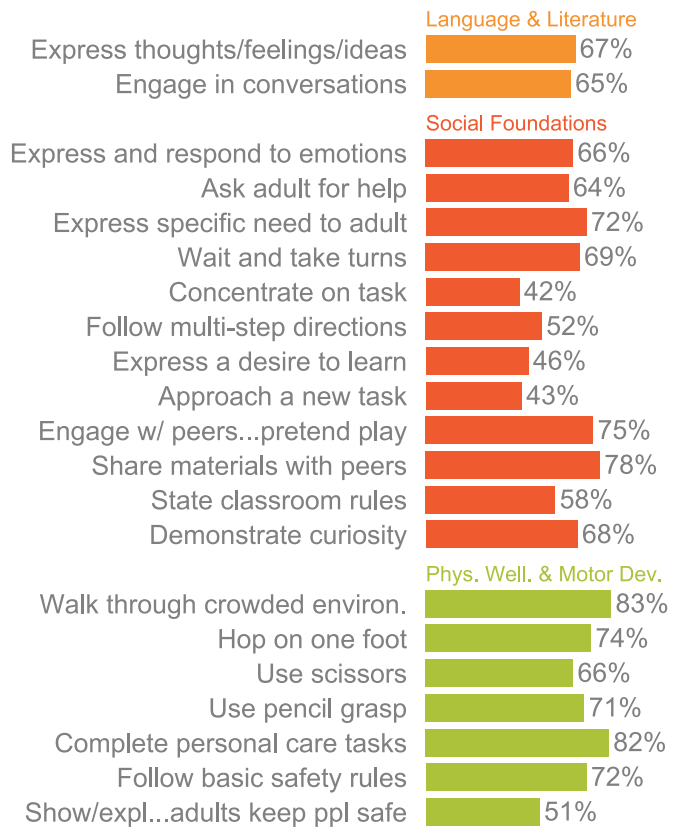
Median Score by Domain



**L & L was the only domain with a cut score.

***Phys. Well. & Motor Dev. maximum score is 289.

Observational Item Success Rates



KRA Assessed 530

By Ethnicity

African American	2.8%
Asian	*
Hispanic	6.0%
Multi-Racial	19.2%
Native American	*
Native Hawaiian, Pacific Islander	*
White	71.7%

By Subgroup

Children with Disabilities	14.7%
English Language Learners	4.5%
Free and Reduced Lunch Status	62.6%

By Prior Care Delivery Method

Community Based	*
Home Based	*
School	42.3%
Other	*
No response	57.7%

By Predominant Prior Care

Developmental K/Young 5s	*
Early Childhood Sp. Ed. Classrm	*
Family Child Care	*
Great Start Readiness Prgm (GSRP)	33.6%
Head Start	8.7%
GSRP/Head Start Blend	*
Private Child Care Center	*
Title 1 Preschool	*
Tuition-Based Preschool	*
No response	57.7%

Source: KRA Data File

Totals may not sum to 100% due to rounding or missing responses (for ethnicities).

* less than 10 students

Notes

Notes

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